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ABSTRACT

The need for clinical field experience in preparation programs for educational administrators is examined. A review of literature addressing this issue is presented, followed by a description of a 12-state survey conducted to determine how clinical field experience for the preparation of educational administrators was structured. Forty-three out of 75 educational administration departments in colleges and universities responded. The most common method reported for supervising students in an internship was a combination of a department faculty member and a field practitioner. Summaries are provided of the structure of the clinical field experience programs at the following universities: Central Missouri State University; Illinois State University; Indiana State University; Ohio University; University of Minnesota; and Western Illinois University. It is argued that the field experience in educational administration can best be completed in three phases: (1) introductory experiences; (2) internship; and (3) first-year consultation and support. (31 references) (SI)

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Clinical Field Experience in Educational Administration:

A Regional Survey

Introduction and Review of the Literature

The need for clinical field experience in preparation programs for educational administrators has long been addressed in the literature. Blumberg (1989), Achilles (1988), Griffiths, Stout and Forsyth (1988), Pellicer et al (1984), Koll (1980), Lincoln (1978), Lincoln and Hughes (1972), Ferreira (1970), and Conner and Culbertson (1964) are a few of the writers who have addressed this issue. Their reasoning for including clinical field experience in preparation programs for educational administrators is similar to that advanced by Aidala in reflecting upon his own experience in an internship:

> Ideally the internship is intended to provide an experience which incorporates the theoretical principles of administration with the practical application arising from "on the job" situations (1982, p. 9).

West and West (1977) reviewed the literature relative to the history of clinical field experience. They noted that one school offered an internship in educational administration in 1933 and that it was not until 1946 that another school started an internship program. After the first National Conference of Professors of Educational Administration (NCPEA) meeting in 1947 five more internship programs were started and the concept began to catch on in the 1950's. In the early 1960's, a task force established by the University Council for Educational Administration (UCEA) and the American Association of School Administrators (AASA) recommended that practicums and internships be included in the preparation programs of educational administrators (West and West, 1977, p .4). In 1978, Lincoln

compared the administrative internship with the older more established internship programs in medicine and law. She noted that the internship in educational administration was relatively new but had many similarities. Among these were:

> the internships are utilized as a "practical and experiential" component of "theoretical classroom training"; as the culminating professional experience in obtaining a "state certificate or license to administer; in promoting the intern's administrative self-realization, in fostering "fundamental changes in the role expectations of the intern," and in the professional socialization of the intern (Lincoln, 1978, p. 55).

Lincoln stated that one of the indirect benefits of the internship is that the "integration of knowledge and practice is encouraged" (p. 55). What Lincoln characterizes as an indirect benefit is what most writers have seen as a direct benefit. Three possible drawbacks to administrative internships were also noted by Lincoln:

> The development of an adequate set of experiences requires the investment of a great deal of time and energy.
> The intern must be integrated into the management team "without portfolio".
> An incompetent supervising administrator could be devastating to the entire internship experience (1978, p. 56).

This last point was also spoken to by Daresh (1986) when he observed that there is no guarantee that the administrator who serves as the site supervisor possesses any of the leadership qualities that the university would like to impart to the student (p. 115). He noted further that another major problem was that a majority of aspiring administrators are currently classroom teachers and that consequently clinical field experiences would be on a part-time basis and that this would trivialize the process.

Hoyle, English and Steffy offered the following rationale for including clinical field experience in preparation programs for educational administrators.

> Campus based and field based clinical experiences are essential elements in preparing school leaders. Clinical arrangements should provide opportunities for students to compare their experiences with the content component. This comparison allows them to diagnose sources of difficulties and identify problems, to develop plans and strategies suggested by their knowledge and to assess outcomes. Opportunities should be provided for systematic observation and participation in several field settings under the joint supervision of faculty and practitioners (1985, p. 249).

They identified eight skill areas into which field experiences should be integrated.

> Designing, implementing and evaluating school climate
> Building support for schools
> Developing school curricula
> Instructional management
> Staff evaluation
> Staff development
> Allocating resources
> Educational research, evaluation and planning (p.v)

Peper recommended that administrator preparation programs provide prospective administrators with the necessary skills they will need by setting up five levels of clinical experiences:

> Level I Awareness and exploration
> Level II Reports of onsight observations
> Level III Demonstration labs
> Level IV Structured Internship
> Level V Consultation in the art of administration provided by university based clinical professors during a period of probation. (Peper, 1988, p. 366)

The Level V experience that Peper advocates is currently the manner in which the State of Kentucky handles the clinical experience component of administrative preparation. During the first year of a new principal's

job, he or she is assisted by a team that includes a practitioner and a university professor.

All of the skill areas identified by Hoyle, English and Steffy are components of courses that make up the traditional administrator preparation program. One way in which clinical experience can be initially obtained is through a series of class projects and/or reports that the student will complete by becoming knowledgeable about and involved in activities in the schools where he or she may work. This set of experiences would also address the first two levels suggested by Peper.

Despite all that has been written about the desirability of clinical field experience as an integral part of administrator preparation programs, Griffiths, Stout and Forsyth identify the lack of clinical field experience as one of ten troubling aspects in preparation programs for educational administrators nationwide (1988, p. XIV). This perception is reinforced by a 1986 study of UCEA institutions by Daresh. In that study, 34 of the 36 responding programs reported that their field experiences were activities designed to meet the mandates of an external agency and were not viewed as an integral part of the program. In 27 of 34 schools, a single faculty member had responsibility for coordinating, directing and monitoring the field experience. Often this person was not a regular faculty member but rather a retired practitioner (Daresh, 1986, p. 112). Daresh also reported that while words like "linkage between theory and practice" were used to describe practica, most appeared to be add-ons. Most of the universities in the study reported that their field experiences were not satisfactory and were in need of significant improvement.

Blumberg (1989) states that the conditions necessary for close clinical supervision do not exist in administrative internships. He is

concerned, for example, that many college professors do not have experience as public school administrators (p. 169). English and Black (1986) analyzed The Chronicle of Higher Education for the time period March 1983 through June 1984. Of the thirteen universities that graduate 68% of all professors of educational administration, none of the educational administration programs that advertised faculty positions required experience in K - 12 school administration, although one did say that experience was desirable. The universities that advertised were more interested in "records of scholarly achievement" (p. 134).

Griffiths, Stout and Forsyth (1988, p. 297) argue that involvement in supervised practice should begin with the first course in administration. Students may be assigned individual projects that complement the course work and are designed to help students develop a "feel for administration". Through these types of activities, students could begin to develop the background and knowledge that will enable them to become problem solvers in the future. The concept of getting prospective administrators into the field as soon as possible to "test the waters" was also advanced by Daresh (1986). He notes that Ohio requires two field experiences; one at the beginning of a program and one at the end.

Twelve State Survey

Hall and Lutz (1989) conducted a survey of educational administration preparation programs in a 12 state region (North Dakota, South Dakota, Nebraska, Kansas, Missouri, Iowa, Minnesota, Wisconsin, Illinois, Kentucky, Tennessee, Ohio and Michigan) to determine how clinical field experience for the preparation of educational administrators was structured. Surveys were sent to all colleges and universities in Illinois and to all colleges and universities in the surrounding states that had a minimum of four full

time faculty in the educational administration department. Surveys were sent to a total of 75 departments and responses were received from forty-three.

Structure

In all of the reporting schools, it was obvious that the field experience was set up to accommodate a clientele of part-time students. The survey revealed that clinical field experience in the responding schools was structured in four different ways. In a majority of the schools the field experience is a separate course (35 departments). Three schools integrate the field experience into other program courses such as curriculum, finance and supervision. The five reporting schools in Kentucky reported that clinical field experience is accomplished during the first year on the job and Illinois State University uses a process that allows students in the program to complete the required experience gradually throughout their program on the basis of a plan that is drawn up and approved early in their study. No consistency was found in the length of the field experience. The total clock-hours required to meet guidelines ranged from a total of 20 to a high of 300. The 300 hour requirement was reported by Illinois State University and the 20 hour requirement by a small private school in Illinois. Five of the schools reported that they require a total of 200 clock-hours spread over two semesters.

The one area in which there was considerable agreement was in the use of written guidelines to guide the internship experience. While the survey found a great deal of variation in how the departments developed the documents, the need for clear expectations was evident. In each of the schools, the internship experience is guided by a set of goals and objectives.

Beginning the Internship

Among the 43 schools in the survey, there was no agreement on when the clinical field experience should be started. At Illinois State University, the experience is cumulative from the beginning of a student's certification program until the end. Fifteen schools indicated that the clinical field experience should be at or near the end of the program of study. Wright State University (Ohio) in their Practicum Handbook state: "The student should have completed the Core courses, the common educational leadership courses, and the certification courses in educational administration ... Since any practicum is an application course, all courses are considered pre-requisite for it." Seven of the departments responding required prior completion of 18 to 27 semester hours and six require that the student have completed between eight and 17 semester hours.

Selection of Site

In twenty-eight of the responding departments, the selection of the site for the internship was left to the student and in six instances the site was selected by a faculty member in the educational administration department. Several of the departments stated specifically that the choice of the site for the clinical field experience was for the students' convenience. Since the students involved are usually working full time in education, they were using their own school as the site for their field experience.

Supervision of the Field Experience

The most common method reported for supervising students in an internship was a combination of a department faculty member and a field practitioner. Twenty-six departments reported using this model while ten departments reported that the supervision of interns was assigned to

university faculty only. Meetings with students, field supervisors and faculty occur on-site or on campus. Thirty-one departments reported that they meet on-site with the intern from one to three times during the course of the experience. Two departments meet four to five times on-site and the other departments reported that they meet on-site as needed. Three departments reported that they never meet with students on campus, 13 schedule between one to three campus meetings and eleven departments reported that meetings on campus are scheduled between four and seven times. One department reported that weekly meetings are scheduled.

Evaluation of Student Performance

In a majority of the departments reporting (24), student evaluation is a joint effort between the field supervisor and the department supervisor. There was no consistency reported in the models, products or methods employed to evaluate interns. In some instances the total experience is directed by a contract signed by all of the parties involved and the evaluation is simply a determination that all of the activities have taken place. At Central Missouri State, a confidential questionnaire is filled out by the field supervisor to aid in the evaluation process. Indiana State University uses 24 written reports that the intern is required to submit, along with a written evaluation by the site supervisor, a self-evaluation by the student and an overall evaluation by the university supervisor. Eleven departments require the student to keep a log of the activities in which he or she is involved and to write a summary of the internship experience. Three schools reported using pass/fail to grade the experience. Thirty-one of the departments required that students file some type of written final report.

Examples of Internship Programs

To provide examples of the structure of the clinical field experience, summaries of six programs are offered. The internship program at each university is summarized for students preparing for building level administrative positions. The programs cited were selected either because they are typical programs or because they use a unique approach.

Central Missouri State University

Structure - The student in cooperation with the site supervisor and his/her major advisor develops a prospectus for the proposed internship. The prospectus includes: Name and location of school district, description of district (size, classification etc.), name and training of proposed site supervisor and a detailed list of activities in which the student expects to be involved.

Duration - The department suggests that the internship be one semester in length and that up to six semester hours of credit can be earned at the rate of 35 clock hours of activity for each semester hour of credit.

Supervision - The student is required to have a minimum of two on-campus conferences with the department supervisor and the department supervisor will visit the intern in the field.

Evaluation - The intern is required to submit copies of reports and/or documentation of activities and projects. Additionally, the field supervisor files a written report assessing the intern's strengths and weaknesses.

Required or Suggested Activities - Central Missouri State University outlines 21 different activities that the intern must include in his/her

program, one of which is to log 20 hours of internship activity **outside** of his/her own district.

Illinois State University

The clinical field experience at Illinois State University requires the student to accumulate a total of 300 clock-hours in field activities, spread over the entire period that he/she is working toward certification at ISU. At the beginning of the program, the student meets with his/her advisor to develop a clinical experiences plan. The plan must include activities in each of six task areas:

Task Area	Some of the Suggested Activities
Staff Personnel	Staff recruitment, Interview administrator, Complete state housing report, Staff development, chair committees
Pupil Personnel	Develop/review policy manuals, Discipline procedures, observe office/dean, Assist in supervision of activities,
Community School Leadership	Participate in meeting with parents, Plan activity involving community, Prepare newsletter or news release
Instruction and Curriculum	Attend curriculum meetings, Discuss curriculum development with administrators, Assist in developing master schedule
School Finance and Business Management	Analyze building budget, Gather data for budget recommendations, Assist with building level inventory
School Plant	Accompany custodian or administrator in tour of building, Identify building maintenance problems, Identify reporting procedures

Evaluation - The student must submit a concise written description of the activities accomplished and the dates of their involvement. This statement is signed by either the field supervisor or the department supervisor.

Indiana State University

Of the departments that responded to the survey, Indiana State University has the most comprehensive clinical field experience program. Their program has two major components. The first component is the internship program which is similar to arrangements in other colleges and universities. The second part is a series of seminars held both on-campus and at regional sites. ISU has a monthly seminar on campus that deals with a specific topic each time. Examples of campus seminar topics are: Human Relations in School Administration, School Support and School Climate and Curriculum Design and Implementation. A professor in the department is assigned responsibility for the coordination of each of the seminars. In addition to ten campus seminars, there are three regional meetings throughout the year that address topics of regional interest. The seminars combine for a total of 90 contact hours and students are expected to attend all seminar sessions.

Structure - The internship program at ISU requires the student to work under the direction of the field supervisor for a minimum of ten hours per week. Students register for three hours of internship each semester along with an additional three hours of seminars. At the beginning of each semester, the intern, in conjunction with the field and department supervisors, develops a list of activities he/she expects to complete during the semester. A copy of these anticipated activities is given to the two supervisors. During the second semester, in addition to the regular activities, the intern is expected to complete one or two major projects such as development of a student handbook or the completion of student scheduling. As stated in the Principal Intern Handbook:

> The intern must take the initiative to broaden his or her professional experiences. The intern must be willing to put forth additional time and effort that is not required of other staff members. The intern must be willing to arrive early and leave late. The intern should minimize any imposition on the host administrator's time by assisting the host administrator with as many duties as possible. (p. 5)

Supervision - Before a student may enroll in the internship program, he/she must have a signed document from the site supervisor detailing a commitment to work with the student.

Evaluation - The site supervisor and the intern each complete a written evaluation each semester and compare their assessments of the intern's progress. After a conference to compare their assessments, the site administrator mails the completed forms to the departmental supervisor. The department at ISU has developed an assessment instrument to be used during the internship. Additionally, the departmental supervisor schedules conferences throughout the year to meet and discuss the student's progress. The intern is required to submit weekly reports to the department supervisor.

Required Activities - The intern must average no less than ten hours of involvement weekly in administrative experience. The department provides a list of suggested topics but does not require specific experiences.

Ohio University

As a result of changes in state standards for the certification of administrators, two field experiences in educational administration are required. At Ohio University the first field experience provides the prospective administrator with a first-hand acquaintance of the various administrative roles and occurs early in the student's program. The second field experience provides actual experience in educational administration to enable the student to develop his/her competencies. Each of the field

experiences is designed around 19 competencies that have been identified as common to effective principals. These 19 competencies are divided into six clusters. Seven of the competencies are identified as "basic" for principals and 12 are identified as necessary for "high performing" administrators. The clusters used by Ohio University are as follows:

Cluster	Competencies
Purpose and Direction	Proactive Orientation Decisiveness Commitment to School
Cognitive Skills	Interpersonal Search Information Search Concept Formation Conceptual Flexibility
Consensus Management	Managing Interaction Persuasiveness Concern for Image Tactical Adaptability
Quality Enhancement	Achievement Motivation Management Control Developmental Orientation
Organization	Organizational Ability Delegation
Communication	Self Presentation Written Communication Organizational Sensitivity

In addition to these clusters, seven task areas are identified that need to be included in the field experience program: business and financial affairs, organization and management, staff personnel, pupil personnel, curriculum and instruction, school-community relations and physical facilities.

Completion of the first field experience requires:

1. A commitment of six hours per week.
2. Interviewing four persons in principalship positions.
3. Interviewing two other persons in different administrative roles.
4. Spending a minimum of 20 hours shadowing a principal.
5. Documenting all interviews, shadowing and discussions.
6. Presenting two papers (4-5 pages) on competency clusters.
7. Attending three, 2-hour seminars.

Requirements for the second internship are:

1. A commitment of six hours per week.
2. Completing a project in each of the seven task areas.
3. Documenting all activities.
4. Spending one or two complete days in the office of the principal.
5. Documenting activities during the time spent in the office.
6. Attending three, 2-hour seminars.

Evaluation - The intern is evaluated on the basis of all reports and projects submitted to the department supervisor. The field supervisor completes an evaluation form provided by the university. Additionally, the department supervisor discusses the intern's performance with the field supervisor before awarding a grade of CR or F (credit or fail).

University of Minnesota

The University of Minnesota lists two purposes of field experiences in educational administration: learn from the experience and the insights of practicing administrators and have an opportunity to apply knowledge and procedures in school organization environments. The University of Minnesota provides two options for students participating in field experience: (1) the university actively seeks opportunities in school districts and students can apply for consideration directly to the participating school district, or (2) the teacher can carry out his/her field experience in his/her own district. The university has developed an "Educational Administration Field Experience Work Agreement" that is signed by all parties involved in the process. The agreement details such things as compensation for the graduate student, a summary of the proposed tasks

to be completed, how the experience will be supervised, what reports are required and how the student will be assessed. The work agreement is signed by the field supervisor, the intern, the University coordinator and the director of field experiences.

Structure - The University of Minnesota suggests the following outline for individuals who are seeking certification as a building principal.

Area	Clock-Hours
Governance and Administration	40
Educational Program	20
Staff Personnel	40
Student Personnel	50
Business and Finance	20
Plant Facilities	10
Student Transportation	10
Food Services	10
Total Hours	200

The intern receives three semester hours of credit for the completion of the 200 clock-hour field experience and participation in the weekly seminars. It is expected that the departmental supervisor will visit the site a minimum of two times and will hold an evaluation conference with the intern and field supervisor upon completion of the experience.

Western Illinois University

Western Illinois University, like Indiana State University, has had an internship as a part of its administrator preparation program since 1971. The clinical field experience at WIU is a modified internship that is designed to meet the needs of the large majority of students who are working in the public schools as teachers at the same time they are pursuing work in educational administration.

Structure - The internship requires that students complete 200 clock-hours of activity over a two semester period. Students are required to develop a written proposal which gives background on the student, information about the school district in which he/she plans to intern, and a set of objectives and activities to guide the experience. The completed proposal must be approved by both the field supervisor and the department supervisor before the intern can log any time.

Supervision - The internship is supervised by a building principal and a department supervisor. The department supervisor normally makes two visits to the site each semester. One visit is early in the experience and the last, normally, when the experience is completed.

Evaluation - The intern is required to submit four quarterly reports that include a log of activities completed and a written summary of the experience. The final report includes the proposal, the written progress reports and a final written evaluation of the experience. The department supervisor consults with the field supervisor before issuing a grade, but the grade is the responsibility of the faculty member.

Summary and Recommendations

That field experience is crucial in the preparation of school administrators is beyond dispute. Based upon the results of our survey of current practices and our personal experience in supervising internships, we would argue that the field experience in educational administration can best be completed in three phases.

Phase One - Introductory Experiences

As suggested by Griffiths and Daresh, students' experiences should begin with the first class that the student takes in administration. Each

course in the program of studies should have projects and/or reports that require the student to become knowledgeable about, and involved in, administrative activities in the school where he or she may work. If carefully designed and coordinated with other courses, by the completion of the required course work the student should have gained a familiarity with all of the aspects of educational administration. This portion of the total clinical field experience should encompass approximately 100 clock-hours.

Phase Two - Internship

The essential element in a successful internship is the planning of the goals, objectives and activities that will direct the internship experience and assist the intern in closing personal knowledge and experiental gaps. While it would be difficult to deny that a full-time internship is desirable, the reality is that most of the students in preparation courses leading to the principalship are teaching full-time and that this will dictate how the internship will be arranged. Since the students will be interning on a part-time basis, the planning of the internship must be very complete. The first step should be for a student to do a self-assessment of his/her knowledge, skills and abilities with respect to the competency areas that each preparation program has developed. The internship should then be structured so that the student can improve in areas of perceived weakness. The internship should be at least 200 clock-hours in length and begun in the spring and concluded in the fall. This would allow for involvement in the opening and closing of school as well as on a more full-time basis in staff development, curriculum development, facilities maintenance, and other school activities that may take place during the summer months. The internship experience

should be one of the last parts of the preparation program to be undertaken.

An important aspect of the internship should be a series of seminars, similar to those at Indiana State University and the University of Minnesota, that will allow students to share their experiences and increase their knowledge through interaction with outstanding practitioners. The number and location of these seminars are going to be determined by the geographical distribution of the student population.

Phase Three - First Year Consultation and Support

The model used by the State of Kentucky in giving first year administrators support should be a part of every state's plan. Beginning administrators should be assisted by a clinical support group composed of practitioners, college professors and regional educational agency employees. The function of the support group would be to aid the administrator in adapting to the demands of the new position. The group would act as a resource for the administrator and should meet with the individual on a regular basis. While it would not be possible to structure the activities of the group they should be prepared to respond to whatever needs arise.

It is believed that by organizing the clinical field experience into these three components---class related activities, a structured internship and follow-up support during the first year on the job---the student will more easily make the transition from the classroom to the administrator's office.

Possible Impediments

College and university administrators must recognize the importance of clinical field experience in the preparation of school administrators and

make it an important part of faculty workloads. One of the negative factors that is cited repeatedly is that supervision of interns is not a consideration in university promotion and retention. The supervision of interns must carry some reward if it is going to happen. At Western Illinois University the supervision of 13 interns is considered the equivalent of teaching one graduate level class. As Daresh noted in 1986, the time required to monitor interns is enormous. The perception of institutions toward practica must be changed and become a valued part of the total educational experience. (p. 114)

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